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| <b>Planned Course: French 2</b>                | <b>Course Number: AH501</b>                                       | <b>Department: World Language</b>   |   |
| <b>Unit: En Vacances</b>                       | <b>Grade Level: 9-12</b>  |   |   |
| <b>Estimated Time: 7 weeks</b>                 | <b>Level/Track: French II</b>                                     | <b>Date Approved: June 2017</b>   |   |
| <b>PA Academic Standards / ACTFL Standards</b> | <b>▶ Core Concepts (in question format)</b><br>• Skills/Knowledge | <b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b> | <b>Assessments (include types and topics)</b> |

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| <p><b>PA Standards</b><br/><i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p><b>ACTFL Standards</b><br/><b>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</b><br/><b>4.1, 4.2, 5.1, 5.2</b></p> | <p><b>AP Themes:</b><br/>Contemporary Life, Science and Technology</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>▶ How do I make vacation plans?</li> <li>▶ How do I describe the way things used to be in the past?</li> <li>▶ How do I describe places?</li> <li>▶ How do I tell a story?</li> <li>▶ How do French vacation habits compare to vacation habits in the United States?</li> </ul> | <p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>-Students watch a short video depicting people planning vacations and answer comprehension questions.</li> <li>-Students listen to songs and complete missing words in the lyrics as they listen.</li> <li>-Students listen to a conversation between a hotelkeeper and client and answer comprehension questions.</li> </ul> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>- Students read an article about vacation habits in France.</li> <li>-Students read descriptions of hotels and attractions online and use them to plan their ideal vacation.</li> </ul> | <p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>-Students listen to conversations and choose the logical continuation for each.</li> <li>-Students listen to people describing vacations and answer comprehension questions.</li> <li>-Students listen to people describing their childhoods and answer comprehension questions.</li> </ul> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>-Students read a letter from a travel agency and answer comprehension questions.</li> <li>-Students read travel brochures and answer comprehension questions.</li> <li>-Students read and interpret a</li> </ul> |
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|  |  | <p>- Students read an article about what school used to be like in past generations and answer comprehension questions.</p> <p>-Students read French clues and identify the vocabulary word being described.</p> <p><b>Interpersonal (Spoken)</b></p> <p>-Students describe given places (cities, states, and countries) as their partners guess the place based on their descriptions.</p> <p>- Students interview classmates about their vacation preferences.</p> <p>-In pairs, students play the roles of a travel agent and a client making vacation plans.</p> <p><b>Interpersonal (Written)</b></p> <p>-Students participate in a Schoology discussion board explaining which place(s) they want to travel and/or place(s)</p> | <p>graph about vacations in France.</p> <p><b>Interpersonal (Spoken)</b></p> <p>-Use Lingt Language to record a conversation.</p> <p><b>Interpersonal (Written)</b></p> <p>-Students write a postcard to a friend telling about a trip.</p> <p><b>Presentational (Spoken)</b></p> <p>-Students describe a past vacation or an ideal vacation to the class.</p> <p><b>Presentational (Written)</b></p> <p>-Students create and present to the class a Google presentation describing their lives when they were younger.</p> <p>-In small groups, students write a story based on given pictures, telling the life story of someone on her 100th birthday, including life events and descriptions of ways in</p> |
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|  |  | <p>where they have already traveled.</p> <p><b>Presentation (Spoken)</b><br/>-Students report to the class after interviewing their classmates about vacations.<br/>-Students tell ways their lives have changed since they were little.</p> <p><b>Presentation (Written)</b><br/>-Students write descriptions of pictures of vacation scenes.<br/>-Students write comparisons of life now and in the past based on given categories (ex: technology, family life, school, fashion, etc.)</p> | <p>which life used to be different.</p> |
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